DOCUMENT RESUME

ED 281 272 EA 019 295

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TITLE Others Have Copied Our Staff Development Program, and You Can, Too.
INSTITUTION Neshaminy School District, Langhorne, Pa.
PUB DATE Apr 87
NOTE 15p.; Paper presented at the Annual Meeting of the National School Boards Association (San Francisco, CA, April 4-7, 1987). Printed on colored paper.
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Achievement; *Educational Change; Elementary Secondary Education; *Faculty Development; *Program Implementation; Workshops
IDENTIFIERS Neshaminy School District PA

ABSTRACT

The Neshaminy School District in Langhorne, Pennsylvania, established its Professional Development Center in an effort to help all teachers and administrators to have more impact on student achievement by refining and upgrading their professional skills. The district chose to implement Madeline Hunter's Essential Elements of Instruction Program. The literature on educational change was reviewed to determine significant factors that the district could consider when developing its own change process. The stages in the Neshaminy Professional Development Model that was established through this process included the awareness stage, the interest stage, the evaluation stage, and the trial and adoption stages. The adoption stage involved a workshop on the new methods and was followed up with extensive support activities. In addition to describing the program elements and implementation stages, this document presents a report of the training program for 1984-87, results of final program evaluations for 1984-87, typical responses from workshop participants, and results of a follow-up survey of the teachers trained. (PGD)

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ED281272

NATIONAL SCHOOL BOARDS ASSOCIATION CONFERENCE

San Francisco, California

April 4-7, 1987

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OTHERS HAVE COPIED OUR STAFF DEVELOPMENT PROGRAM, AND YOU CAN, TOO

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NESHAMINY SCHOOL DISTRICT

PROFESSIONAL DEVELOPMENT CENTER

PROGRAM MODEL

The Neshaminy School District established its Professional Development Center in an effort to help all staff members, teachers, and administrators alike, to refine and upgrade their professional skills in order to have more impact on student achievemant. In order to do this, two crucial areas had to be addressed: content and process. Content refers to the actual program or approach to be presented, and process refers to the procedures involved in implementing the program.

The content or approach which was adopted by the district was the Essential Elements of Instruction Program, developed by Madeline Hunter at U.C.L.A. This program has been implemented extensively in California, Arizona, Washington, Minnesota and other western cities, as well as in selected eastern cities wuch as Newport News, Virginia, Upper Perkiomen, Pennsylvania, and Summit, New Jersey to name a few. Bucks County Intermediate Unit No. 22 has also served as a facilitator for the Essential Elements Program throughout the thirteen school districts of Bucks County. Those locations which have implemented staff development programs utilizing the Essential Elements have reported excellent feedback from staff and a corresponding improvement in achievement scores of students.

Once the content was identified the process concerns were addressed. The process by which any staff development program or educational change is introduced and "sold" to both teachers and administrators is a very complex and delicate procedure, which significantly impacts on staff acceptance or rejection. For this reason a great deal of time and effort was expended in researching, planning, and preparing for implementation.

An extensive review of research associated with staff development and educational change revealed several significant findings which were replicated in numerous studies, and which were incorporated into the district's model. (Those studies which were drawn upon are listed at the conclusion of this document). One recurring theme which was summarized by Berman and McLaughlin in a 1976 study indicated that educational innovations or change may result in disappointing outcomes, not because of inadequacies of the innovative idea or concepts, but because of the difficult and uncertain process of implementing innovative efforts in an educational system that resists change. This caution signaled to

us the need to establish sound procedures for implementing the Essential Elements Program. In this regard, the process of change was examined in detail for significant findings which would help the district in its effort to effect change. Those findings which were found to be relevant are summarized below:

The attitudes of administrators about a planned change were a "signal" to teachers as to how seriously they should view a particular innovative idea or change effort.

The superintendent should demonstrate belief in the effort by giving it his/her personal support and backing.

Planning for change should be a collaborative effort of both teachers and administrators. Collaborative planning was the only planning strategy which generated the broad based institutional support necessary to the continuation of successful practices.

The more effort required of teachers in a particular innovation or project, and the greater the overall change in teaching style attempted by the project, the higher the proportion of committed teachers. Complex and ambitious projects were more likely to be well received by teachers than routine or limited projects. The apparent cause for this is the appeal of such a project on a teacher's sense of professionalism.

Teachers who received extra pay for training were less likely to incorporate the project or change in their classroom. Intrinsic rewards were much more important to teachers.

Successful programs involved both a skill-specific training phase as well as a follow-up/support phase.

Input and feedback from teachers, resulting in adjustments in content or process of the program was instrumental in developing a "sense of ownership" for teachers.

The more effective the project director, the higher the percentage of project goals achieved and the greater the improvement of students observed as a result of the project.

Building principals should participate in training sessions along with teachers.

There is a strong correlation between a teacher's sense of efficacy and the acceptance of an educational change or innovation. The attitude of teachers about their own professional competence has an impact on how effective change efforts are.

Staff development should not be viewed as necessary because teachers lack skills, but instead should be viewed in the context of program building.

Single session staff development programs are largely ineffective. Most programs that have an impact on teacher behavior are spaced over two, three or four weeks.

Presentors should model those skills or techniques that they are presenting.

Educational change involves a process which includes five stages: awareness, interest, evaluation, trial and adoption/rejection. Mandating use of a particular program or approach may be appropriate for some changes, however, those that require some change in attitude have little chance of success if mandated from the outset.

Each of these findings was taken into consideration and incorporated into the Neshaminy Professional Development Model. Although the model will be delineated later in this presentation, a brief discussion of the stages in the adoption process and how the district utilized this process is included due to its importance.

Awareness Stage - At this stage, individuals hear about a particular innovation or change for the first time. At this time there is no active seeking of information about the change - only an awareness of what it is.

The Awareness Stage was addressed in two ways. A pilot workshop was held in December, 1983, involving 20 teachers and five administrators. The pilot workshop was used to get feedback from the staff concerning the program and its content. Those teachers who participated shared their perceptions regarding the program with fellow teachers in their school. In addition, during the May, 1984 inservice day, a formal 45 minute presentation of the program overview was presented in three separate sessions to elementary, junior and high school teachers in order to make them aware of the program.

Interest Stage - At the interest stage, individuals begin to actively seek information about a particular innovation or change.

Once teachers were made aware of the Essential Elements of Instruction Program, they were offered more information about the program in the form of feedback from those teachers who attended the pilot program, from administrators who had already gone through the program, and from written material about the program. This took place from the time immediately following the May inservice day and continued into the middle of June.

Evaluation Stage - At this stage, individuals review the information they have received and make a conscious decision to try the new program on a trial basis.

During the first two weeks of June, 1984, teachers were asked to indicate if they would like to attend the four day workshop in the 1984-85 school year, wait until the 1985-86 school year, or not at all. The overwhelming response from staff members was positive with a very high percentage opting to participate.

Trial Stage and Adoption Stage

As of March 1987, a total of 449 teachers had participated in the Essential Elements of Instruction Program. Upon leaving the workshop, they were told to utilize those skills which they felt were relevant to their teaching, and to determine the practical application of the skills to their particular subject and grade. In essence, the staff was told to try the skills and decide if they felt the content of the workshop was practical and and beneficial.

In order to determine the impact of the workshops, (adoption stage) a survey was taken when teachers exited the workshop as well as an additional survey done after participants had been back in their classrooms at least two months.

Results of both of these surveys are provided here, and indicate that the overall impact has been extremely positive.

Realizing that follow-up is crucial to the success of any workshop, extensive follow-up activities were provided for both teachers and administrators.

FOLLOW-UP SERVICES PROVIDED

Initial Follow-up

Upon completion of the workshop, a variety of follow-up services were provided to participants in order to help them in the implementation phase. Staff members were provided with the option of selecting one or more of the following:

1. Observation and conference - Staff members are observed and conferenced by the Training Specialist. This does not replace an administrative observation, but is in addition to it.

2. Demonstration Lesson - Presented by the Training Specialist, this option provides an opportunity for staff to see the elements utilized with children in the classroom.

3. Video Tape - Teachers who avail themselves of this opportuity are video taped teaching a lesson. The teacher then reviews the tape, as does the Training Specialist. The two individuals then conference and review the lesson together.

4. Small group review session - This option involves a review of a particular concept or area of concern.

Long Term Follow-up

In addition to the initial follow-up activities, renewal sessions are held at least one month after the original workshop. The renewal session is an opportunity to review important concepts, to deal with concerns which have arisen, and to share with fellow professionals techniques which staff members have utilized.

TRAINING REPORT 1984-1987

1986-87

The Cycle III training in the Essential Elements of Instruction Program was completed on March 6, 1987. In 1986-87 a total of 60 teachers and substitutes participated in the training. Twenty-two teachers and administrators from other school districts in Pennsylvania and New Jersey also participated in Neshaminy's program.

1984-87

As of March 1987 a total of 449 teachers have participated in the Essential Elements of Instruction Program. This number includes both contract and long term per diem substitutes.

Percentages of Teachers Served

High School	83%
Jr. High School	87%
Elementary	80%

Total Percentage of teachers served 83%

FINAL EVALUATION-COMPOSITE
1984-1987

MEAN		
4.90	1.	Were the objectives/compentencies to be taught clearly identified? Not Identified 1-2-3-4-5 Clearly
4.91	2.	Were the activities and discussions relevant to the competencies identified? Not relevant 1-2-3-4-5 Relevant
3.73	3.	If the objectives/competencies were identified clearly, how well did you acquire them? No Extent 1-2-3-4-5 Extensively
4.44	4.	To what extent do you intend to apply the competencies (earned from this course) in your professional work? No Extent 1-2-3-4-5 Extensively
4.76	5.	To what extent did this course provide opportunities for your active participation? No Extent 1-2-3-4-5 Extensively
4.94	6.	The instructor's ability to communicate knowledge and skills was: Uncommunicative 1-2-3-4-5 Communicative
4.84	7.	Your overall evaluation of the in-service course was: Poor 1-2-3-4-5 Excellent

FINAL EVALUATIONS - INDIVIDUAL SESSIONS 1984-1985 AND 1985-1986

1984-85

ITEM	SUMMER N-31	SEPTEMBER N-23	OCTOBER N-19	NOVEMBER N-24	DECEMBER N-17	JANUARY N-17	FEBRUARY N-18	MARCH N-18	APRIL N-21	MAY N-21	Mean
1.	5.0	5.0	4.8	4.9	5.0	5.0	5.0	5.0	4.9	5.0	4.96
2.	5.0	4.9	4.9	4.9	5.0	5.0	5.0	5.0	4.9	5.0	4.96
3.	4.2	3.8	4.0	3.9	4.3	4.2	3.9	3.9	4.3	4.3	4.08
4.	4.9	4.6	4.8	4.3	4.5	4.6	4.2	4.4	5.0	4.4	4.57
5.	4.9	4.8	4.8	4.7	4.7	4.7	4.8	4.9	4.8	5.0	4.81
6.	5.0	5.0	4.9	4.9	5.0	5.0	5.0	5.0	5.0	5.0	4.98
7.	5.0	4.9	4.7	4.9	4.9	5.0	4.9	5.0	4.9	4.9	4.91

1985-86

ITEM	Summer N-26	Sept. 9 N-5	Sept. 30 N-13	Oct. 17 N-15	Nov. 6 N-17	Dec. 4 N-17	Jan. 7 N-12	Jan. 22 N-14	Feb. 4 N-18	Mar. 3 N-12	Mar. 18 N-5	Apr. 4 N-17	Apr. 22 N-15	Mean
1.	5.0	4.9	5.0	4.8	4.9	4.7	4.8	4.7	5.0	5.0	4.8	4.9	4.9	4.87
2.	5.0	5.0	5.0	4.7	4.8	4.8	4.6	5.0	4.8	5.0	4.8	4.8	4.9	4.86
3.	4.5	4.0	4.0	3.6	3.7	3.7	3.8	3.5	3.4	3.9	3.8	3.8	3.8	3.80
4.	4.7	4.7	4.6	4.3	4.1	4.3	4.6	4.4	4.2	4.4	4.3	4.2	4.3	4.39
5.	4.9	4.9	4.8	4.6	4.6	4.9	4.6	4.6	4.7	5.0	4.8	4.9	5.0	4.79
6.	5.0	4.9	5.0	4.8	4.9	4.9	4.8	4.9	5.0	4.9	4.9	5.0	4.9	4.91
7.	5.0	4.9	5.0	4.5	4.5	4.7	4.7	4.9	4.6	4.9	4.9	4.9	4.9	4.80

FINAL EVALUATIONS - INDIVIDUAL SESSIONS 1986-1987

ITEM	SUMMER	OCTOBER	DECEMBER	FEBRUARY	MARCH	MEAN
1.	5.0	4.63	4.76	5.0	5.0	4.87
2.	5.0	4.81	4.84	5.0	5.0	4.93
3.	4.57	4.09	3.50	3.93	4.07	4.03
4.	5.0	4.18	4.07	4.3	4.35	4.38
5.	4.85	4.63	4.53	4.75	4.78	4.70
6.	5.0	4.81	4.92	5.0	5.0	4.94
7.	5.0	4.54	4.76	4.93	4.85	4.81

TYPICAL RESPONSES FROM WORKSHOP PARTICIPANTS 1984-87

The course has been very good. Though as teachers we incorporate these elements in our lessons, this course has helped me to analyze my teaching. It has stimulated me to do even better and has created a desire to really be the best I can be.

The workshop and the principles taught made sense. It is the first such workshop (instruction) I can walk away from with the feeling that I can be a better teacher by doing this or that. The ideas really work with real kids and real teachers.

I really enjoyed my experience with E.E.I. and feel as a beginning teacher that incorporating these essential elements of instruction into my classroom will eventually help me to be a better teacher.

Using all of the Essential Elements of Instruction (as much as possible) can inspire an exciting, positive and successful learning experience for us all! The excitement and positive support was fantastic! I really felt that this workshop was most beneficial and I leave it feeling even more successful.

Excellent class! Fine modeling of teaching techniques. Participatory but not stressful - safe practice environment - Very stimulating.

The discussions were great. It made me think of a lot more that I could be doing in my particular classroom. It was a great experience! I will be going back to the classroom with new ideas and higher expectations. A lot of the material was a great eye opener.

How to use the principles of learning - once I found out what they were! I've thoroughly enjoyed working and learning and really am anxious to try what I've learned in the classroom!

Organized teaching ideas - already known. Gave practical ideas for theory - brought to a level at which I felt I can apply it to my work. Variety of new teaching ideas, angles and applications.

-The workshop was worth every minute. My only regret is that it is over. I could easily stay for more. I have a wealth of information and best of all feel like a good teacher. I'm quite pleased and proud.

-I feel it is necessary to say how positive this workshop was for me and that I had this opportunity to attend.

-I hope I can stay as stimulated in my classroom teachings as I was in this workshop. I will truly try to practice the skills discussed here! Thanks for the motivation!

-I enjoyed it - the ideas I have used already have shown results.

-This workshop has helped me enjoy teaching more because I feel better about what I have accomplished and have tried to accomplish.

-I intend to incorporate all the methods of practice and motivation tactics learned through this seminar to become a better teacher. I also intend to analyze and plan my lessons using the lesson design. A great learning experience - that should be required of by all teachers!

-I've already improved my own self-concept and know I will use nearly everything I've learned as often as possible.

-I feel that what was learned this week will go a long way in making me become a better educator. I will, however, need much review of the program if I am expected to implement it in most of my teaching.

-It was interesting to label these many different elements of teaching. It's nice to be reassured that some of the things I currently do are <u>good</u>, <u>essential</u> elements of instruction. It's been the most concise and clear presentation of instructional skills I have been a part of.

-I found these four days to be extremely worthwhile. I obtained so much information that it will take a while to assimilate everything. I hope to implement these principles in my own teaching. A great self-evaluating tool!

NESHAMINY SCHOOL DISTRICT
LANGHORNE, PENNSYLVANIA

STAFF DEVELOPMENT
Follow-up Survey

The purpose of this form is to survey teacher perceptions of the effects of the Essential Elements of Instruction Workshop and to determine future staff development goals.

TO BE COMPLETED BY ALL EEI PARTICIPANTS - CIRCLE THE MOST APPROPRIATE NUMBER

COMPOSITE MEAN		
4.12	1.	The Essential Elements of Instruction Workshop content has had a positive impact on my daily teaching decisions. Disagree 1 2 3 4 5 Strongly Agree Comments: _____
4.34	2.	The workshop positively reinforced many of the instructional skills that I already use with my students. Disagree 1 2 3 4 5 Strongly Agree Comments: _____
3.82	3.	The workshop has increased my repertoire of instructional skills. Disagree 1 2 3 4 5 Strongly Agree Comments: _____
3.22	4.	I feel that I have mastered the instructional skills identified in the workshop. Disagree 1 2 3 4 5 Strongly Agree Comments: _____
3.63	5.	Student performance has improved as a result of my application of skills identified in the workshop. Disagree 1 2 3 4 5 Strongly Agree Comments: _____

COMPOSITE MEAN

4.43 6. The district should continue to provide release time for ongoing staff development programs of this type.

Disagree 1 2 3 4 5 Strongly Agree

Comments: _____

_____

TO BE COMPLETED BY ALL TEACHERS

I would be interested in having release time to participate in the following staff development options: (Indicate your interest in any or all of these options by numbering from 1 - highest priority to 5 or 6 - lowest priority.)

RANKINGS

_3_ Review of the Essential Elements of Instruction

_1_ Additional EEI Content (i.e., Reinforcement Theory and Transfer Theory)

_2_ EEI and Classroom Management

_5_ EEI and Peer Coaching

_4_ Learning Styles and Brain Hemisphericity

___ Other _____

_____

Comments: _____

_____

_____

Dates when I completed or will complete EEI _____
(Month and Year)

I have not taken nor am I interested in taking EEI. _____
(Check)

I would be interested in EEI if offered in the summer at workshop rate or next year. _____
(Check)

Optional:

_____
(Name) (School) (Date)

(Please return to your building principal by March 5.)

DA/mc

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